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## The Hancock-Winnebago Association for Retarded Citizens: An Iowa conversion, 1953 -1996

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The Hancock-Winnebago Association for Retarded Citizens:

An Iowa conversion, 1953-1996

by

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A thesis submitted to the graduate faculty

in partial fulfillment of the requirements for the degree of

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This is to certify that the master's thesis of

Joanne Kay Dudgeon

has met the thesis requirements of Iowa State University

Signatures have been redacted for privacy

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## ABBREVIATIONS

|       |  |
|-------|--|
| AEA   | Area Education Agency  |
| ANCI  | Arc of North Central Iowa                                      |
| ARC   | Association of Retarded Children / Citizens                    |
| CRC   | Council for Retarded Children                                  |
| HARC  | Hancock Association for Retarded Children / Citizens           |
| HWARC | Hancock Winnebago Association for Retarded Children / Citizens |
| IARC  | Iowa Association for Retarded Children / Citizens              |
| NARC  | National Association for Retarded Children / Citizens          |
| PKU   | Phenylketonuria  |
| YARC  | Youth Association for Retarded Children / Citizens             |

## Chapter 1: CHANGING PERCEPTIONS REGARDING THE MENTALLY RETARDED

*For other nations, the education of the deaf, the blind, the infirm in intellect, may be regarded as philanthropic provision, or as a compliment to civilization, -- for republics, it is an imperative duty - the principle of justice, that accords to everyone -- not as a privilege, but as a right -- the full development of all his faculties.*

*George Sumner -- 1847<sup>1</sup>*

In the state of Iowa, not unlike many other states in the 1950s, parents of the mentally retarded had few public resources to seek help for their children. Family doctors, after diagnosing a child as mentally retarded, advised the parents to place their child in one of the two state institutions specifically for the mentally retarded. In Iowa they were the Woodward State Hospital School and the Glenwood State School. The majority of parents chose to keep the child in the family home. Parents soon discovered the social and educational opportunities were non-existent for the mentally retarded who remained with their family. In the early 1950s parents formed advocacy groups to create needed resources for their children. To acquire the means to help the mentally retarded child and his or her family, education became the goal of the advocates: Education for the mentally retarded to allow them to become viable contributing members of society as well as educating the public to accomplish the goals the parent organizations set.

In researching the lives of the mentally retarded after 1950 the only information to be found in abundance is the role of the state institutions acting as a warehousing agent of society's unwanted. There is currently no historical information related to the mentally retarded who remained within the community and the parent groups who became advocates

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<sup>1</sup>Peter L. Taylor and Leland V. Bell, *Caring for the Retarded in America: A History* ( Westport, Connecticut: Green Wood Press, 1984), 12.

for change. This is an attempt to examine how these organizations worked to create an understanding for the mentally retarded. Primary documents such as local newspapers, government documents, and organizational newsletters are used to reveal the lives of the mentally retarded who remained with the family. The majority of parents chose to keep their children in the home rather than placing them in a state institution. The documents also relate how change is enacted on behalf of the mentally retarded by the Association for Retarded Children at the local, state and national level. Change in the area of special education is a result of parent organizations who worked to enact change for the mentally retarded.

Chapter one will discuss the changing attitudes of people concerning the mentally retarded in post World War II America. It will examine the changing attitude of the public toward the mentally retarded and the initial development of the Association of Retarded Citizens at the national, state, and local levels.

Chapter two examines how the local organization the Hancock Winnabago Association for Retard Children (HWARC) worked to create classrooms and social opportunities for their children. Trainable classes as well as day care centers are studied and compared.

Chapter three focuses on the education of the public. It addresses how the associations teach their neighbors about the problems of mental retardation as well as the effect it had on the family, and society and the solutions the Association for Retarded Children (ARC) find. The ARC in the process build a network of support for the mentally retarded and their families. The ARC developed an auxiliary unit of young members to be their foot soldiers. Out of youth organization come future instructors, social workers and health care workers.

Chapter four discusses legislative action taken by the state of Iowa on behalf of the mentally retarded. Change is brought about only by those who work and lobby for change. The Association for Retarded Children's success can be measured by how far the mentally retarded have advanced educationally and socially. The chapter closes with the Hancock Association for Retarded Children (HARC) disbanding in 1996. The local chapter educated the public successfully as well as creating new fields of employment in the area of disabilities. New organizations run by educated professionals provided better services and opportunities for the mentally retarded making the local chapters of the Association for Retarded Citizens obsolete. The ultimate goal of the HWARC is realized.

### Changing Perceptions

One of the reasons for the omission of the mentally retarded child by the school systems were the parents themselves. Reluctant to allow their children to be seen in public due to the feelings of guilt and the stigma attached to having a child who was "abnormal" in the eyes of society some families kept the child from interacting with the public. The mentally retarded were deprived of the opportunity for an education, therapy, and social interaction with people outside the immediate family. By the late 1940s several advocacy groups had been formed, many by women, in response to the exclusion of their retarded children from public schools. These groups sprang up around the country, most notably in New Jersey, Massachusetts, New York, Washington, and Minnesota. In the fall of 1950, the Minnesota "parents" association organized a national convention in Minneapolis. Representatives from twenty-three parent groups attended the conference and voted to confederate their



organizations into a nationwide association. Originally called the National Association of Parents and Friends of Mentally Retarded Children, the name of the organization was changed to the National Association for Retarded Children (NARC) in 1952. Later, as the original founders' "children" became adults, the organization became the National Association for Retarded Citizens, in 1973. In future years, this national network became an enormous lobbying force behind federal legislation and appropriations for retarded people. Parents took a proactive position rather than avoidance and attempted to eliminate negative attitudes toward mental retardation.<sup>2</sup>

In Phyllis Sandra Rubenfeld's thesis, "Education in Public Schools and Cerebral Palsy and Mentally Retarded Children: The Parent Movement in New York City, 1946-1975," she argued the appearance of World War I and II veterans aided in improving conditions for the handicapped child. As veterans returned home with injuries, the public considered them "normal" because they received their disabilities while fighting for their country. Concerned citizens reached out to help them. The veterans proved able to function in the mainstream of the economic world and as a result enhanced the opportunities for people with congenital and acquired disabilities. They brought about a greater understanding of the needs of the physically disabled and of the work that needed to be done with handicapped individuals. The parents of disabled children observed the returning veterans being rehabilitated and reunited with the social and economic life of the country. They also saw post-polio children receiving an education and regaining some role in American life. The parents of the mentally retarded

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<sup>2</sup>Barbara Bair, "The Parents Council for Retarded Children and Social Change in Rhode Island, 1951-1970," *Rhode Island History* 40: 4 (1981): 150-151.

desired similar results since the veterans and polio victims were experiencing some success with education.<sup>3</sup>

### Confessionals

Also aiding in the acceptance of the mentally retarded in the post-war years were families sharing their experiences of having a mentally retarded child or sibling. Pearl S. Buck, a well-known literary figure and winner of the Noble Prize for literature, offered the first of what James W. Trent Jr. classified as the confessional genre. In 1950 *The Child Who Never Grew Up* first appeared in *The Ladies Home Journal*, and a few months later it came out in a small volume. *Readers' Digest* and *Time Magazine* also printed excerpts of the book. The book and magazine articles enjoyed widespread attention, and Buck received thousands of letters from parents. She offered an important confessional to other "bewildered and ashamed" parents. Buck related her experience as a parent of a mentally retarded child. Anyone, even a famous person, could have a retarded child, she reassured them.<sup>4</sup>

Dale Evans Rogers, better known as Dale Evans, was one of America's best-known women in the postwar years. Along with her Hollywood-cowboy husband, Roy Rogers, she was popular in movies, traveling shows, and records and was just beginning to extend her fame to television. In 1953, Rogers came out with *Angel Unaware*. The book cost one dollar. At year's end, only two other books that year had sold more copies, *The Revised Standard*

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<sup>3</sup>Phyllis Sandra Rubenfeld, "Education in Public Schools for Cerebral Palsy and Mentally Retarded Children: The Parent Movement in New York City, 1946-1975" (Ph.D. diss., Columbia University Teachers College, 1984), 25-26, 79-80.

*Version of the Bible* and *The Power of Positive Thinking*. Roger's book was written from the perspective of Robin, Rogers' retarded and now dead child. In heaven, looking down on the events of the past two years, Robin told the story of her brief life and in so doing provided commentary on the meaning, purpose, and effects of that life on her family. Dale and Roy, Robin in heaven related, "weren't ashamed of their little 'borderline' Mongoloid! A lot of parents are, you know. They whisk them off somewhere to keep them hidden, so others won't know. That's partly because they want to shelter these children from the eyes of curious people, and partly it's because of their own pride." Robin reassured the reader that her condition was not the result of heredity, "This affliction was no respecter of persons."<sup>5</sup>

Rogers decided to give royalties of the book to the new national organization, the National Association for Retarded Children (NARC). Delighted to receive its first and only major contribution, the NARC and its local chapters promoted the book. In 1953, Rogers made a record that the association distributed around the country. Money from sales of *Angel Unaware* and the notoriety resulting from NARC's association with Rogers launched the association as an important new actor in the history of mental retardation.<sup>6</sup>

The family some have referred to as American royalty also revealed to the public they had a family member who was mentally retarded. The Kennedys, before September 1962, were reluctant to tell their story. Rosemary the third child, of Joseph and Rose Kennedy, had

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<sup>4</sup> James W. Trent Jr., *Inventing the Feeble Mind: A History of Mental Retardation in the United States* (Berkeley: University of California Press, 1994), 230-232.

<sup>5</sup>Ibid., 233.

<sup>6</sup> Ibid., 234-236. The term Mongoloid was the terminology of the time for a person born with what today is called Down's Syndrome, a chromosomal disorder. Those born with Down's Syndrome have similar physical characteristics, one being almond shaped eyes resembling the Mongols in north Asia.

been born in the midst of the 1919 flu epidemic. As she grew, she appeared slow, possibly a result of exposure to the flu. In her young adult years, the family began to notice changes in her behavior. From being lovable and gentle, Rosemary became more and more withdrawn and hostile. After she attacked her maternal grandfather in the summer of 1941, her father, Joseph Kennedy, followed the advice of doctors who suggested a new and effective treatment, prefrontal lobotomy. The outcome of the procedure was not quite what the family had anticipated. Before long it was apparent that the once mildly retarded Rosemary had become more severely retarded. Although other parents for more than a decade had been confessing their family's disability and forming associations to do things about their situation, the Kennedys were reluctant to reveal their story. When they did decide to disclose their own family secret in September 1962, they did so as "hope for retarded children" and a fight against mental retardation. Eunice Kennedy Shriver wrote the article that appeared in the *Saturday Evening Post*. The article revealed Rosemary Kennedy, a sister of the President of the United States was retarded. According to Shriver, that was the point: like diabetes, deafness or any other misfortune, mental retardation could happen in any family, even in the president's family.<sup>7</sup>

Families of the mentally retarded began in the early 1950s to advocate for classes for their children. They believed even a "slow" child deserved some form of education; and the public school systems, which their tax dollars supported, needed to provide classrooms for all children. In the early 1950s, urban schools did offer special education classes but only the

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<sup>7</sup> James W. Trent Jr., *Inventing the Feeble Mind: A History of Mental Retardation in the United States* (Berkeley: University of California Press, 1994), 247-248; Edward D. Berkowitz, "The Politics of Mental Retardation During the Kennedy Administration," *Social Science Quarterly* 61:1 (1980) : 128-143.

higher functioning mentally retarded classified as educable attended the classes. Special education classes were not mandatory in the public school systems until 1969 and again only for the educable; however schools with the backing of the local Association For Retarded Children may offer classes for trainable mentally retarded students.

The mentally retarded were placed in one of four categories. A profoundly mentally retarded child has an IQ of twenty and below, with obvious delays in all areas of development. The child shows basic emotional responses and may respond to skillful training in use of legs, hands and jaws, and needs close supervision. The child classified as severely retarded has an IQ from thirty-five to twenty. The child has some understanding of speech and some response and can profit from systematic habit training. The moderate or trainable child's IQ is in the range of thirty-six to fifty-one and the child will benefit from training in social and occupational skills. The child can learn simple communication, elementary health and safety habits and simple manual skills and does not progress in functional reading or arithmetic. The mildly retarded or educable child has an IQ between fifty-two to eighty-four and can acquire practical skill and useful reading and arithmetic to a third or sixth grade level with special education. The child can be guided toward social conformity. Such classes were not static but dynamic, as a child could move from categories with the stimulus of education and patience. The family and friends of the mentally retarded worked through the years to educate the public and inform their neighbors what the retarded members of their communities needed.<sup>8</sup>

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<sup>8</sup> Progressive Action for the Retarded *A Report of Iowa's Comprehensive Plan to Combat Mental Retardation : Chapter III*, (November, 1968): 11.

There is no definitive work at this time that examines the formation and work of the Association for Retarded Children at the national, state or local levels. Babara Bair in her article, "The Parents Council for Retarded Children and Social Change in Rhode Island, 1951-1970", discussed why parents organized. The article does not address the building of an infrastructure of support needed by the mentally retarded or how the advocates accomplished and maintained their goals at the local level. This paper attempts to examine the formation of advocacy groups for the mentally retarded in the state of Iowa using the Hancock-Winnebago Association for Retarded Children as a focus group.

The Hancock-Winnebago Association for Retarded Children (HWARC) is examined for its historic interest. First, it is the third local chapter to form in the state of Iowa. The HWARC is also one of only three multi-county units to organize in the state. The organization faced an additional challenge as a rural community. The HWARC attempted to pool their resources to better aid the mentally retarded. Located throughout the two counties, the mentally retarded have specific needs according to their level of retardation and their families try to cope with a disabled family member with no where to turn to for help. The Council for Retarded Children and later the Hancock Winnebago Association for Retarded Children sought to increase educational and social opportunities for the mentally retarded in their respective counties. As a member unit of the Association of Retarded Children, the chapter gained information from the state and national organizations and relayed it to their communities. They wanted the mentally retarded to be given the same opportunities as "normal" children and did not want the handicap of "not being normal" to hinder the retarded child.

The first county in Iowa to establish a parent organization for the mentally retarded was Linn County. With a land area of 713 square miles and with a population of 104,274 only 26,062 of the population of the county resided in the countryside in 1950. Hancock and Winnebago counties formed the third parents' organization in the state of Iowa in February of 1953 and one of only three multi-county units developed throughout the state into the 1960s. Hancock County in 1950 boasted a population of 15,077 covering 570 square miles. The largest two communities of Garner on the eastern edge of the county and Britt located 15 miles west of Garner, sit on Highway 18 with populations between 3,300 and 2,100 respectively. Located directly north of Hancock and south of Minnesota is Winnebago County with 402 square miles of land and population of 13,350 with Forest City and Lake Mills as the two larger communities of the county.<sup>9</sup>

A founding member of the Linn County parents' organization aided in the development of the Hancock Winnebago Association for Retarded Children. Victor and Erma Bunge moved to Garner from Linn county after Victor received a position as a principal in the Garner school system. The Bunges proved to be formidable advocates on behalf of their mentally retarded daughter, Marcia. In November of 1952, Erma Bunge organized a meeting for parents and relatives of mentally handicapped persons to meet and form a local association of the National Association for Retarded Children. Bunge stated, "[T]he aim and purpose of the organization was to bring about a better understanding of the problem of mental deficiency, to provide better education facilities, to encourage workers to go into the field and

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<sup>9</sup> Iowa State University Extension, *Iowa Census: Population in Iowa's Townships: 1900-1980*. March 1988; Iowa State University Extension, *Farm, Rural Nonfarm and Urban Residents of Iowa: 1980 and 50 Years Perspective.*, February 1988.

to further the advancement of study, research and therapy in the field.” The meeting to be held in Garner had been postponed due to weather and did not take place until February 27, 1953. The Council for Retarded Children (CRC) elected the following as officers: Vergie Josten of Klemme as president; Mrs. Roy Hovey of Forest City as vice-president; Erma Bunge of Garner as secretary; and Ervin Kahl of Britt as treasurer. The *Forest City Summit* reported that:

The purpose of the organization is to bring together those who have a common interest so they can secure community educational facilities for the children and work with other groups to provided adequate care and training in established institutions. Through press and radio the group will help bring to the public an understanding of the problem.<sup>10</sup>

The CRC voted to affiliate with the National Association for Retarded Children. Plans were made in the subsequent meetings to gather in Cedar Rapids with the other parent councils and form a state organization.<sup>11</sup>

On June 27 1953, 100 parents and friends of retarded children from all parts of Iowa attended the first convention to establish the Iowa Association for Retarded Children (IARC). As stated in the *Garner Leader* the purpose of the IARC:

Will be to work for the benefit of mentally retarded children everywhere and with the status of a state organization will coordinate the work of the local groups. The IARC will serve as a clearinghouse for information. Through committees the IARC will study the services now available and those needed to provide adequate training for

<sup>10</sup>*Lake Mills Graphic*, 19 November 1952, 25 February 1953.; *Forest City Summit*, 5 March 1953. Proper names are preferred, but as was customary for the time women were referred to by their husband's names in the newspapers the author researched. When known, Christian names are used to identify women.

<sup>11</sup> Ibid., 50; Barbara Bair, “The Parents Council for Retarded for Retarded Children and Social Change in Rhode Island, 1951-1970,” *Rhode Island History* 40, no. 4 (1981): 150-151. As the original founders “children” became adults the organization became the National Association for Citizens in 1973.; *Forest City Summit* 5 March 1953.



retarded children. The IARC will serve as a publicity agent to call attention to the need of understanding the problem [of mental retardation] and the children.

Josten and Bunge were elected to the executive committee of the IARC, as financial secretary and corresponding secretary.<sup>12</sup>

Vergie Josten and Erma Bunge proved to be leaders of their local and state agencies. Bunge moved back to Linn County to live in Cedar Rapids some time in the mid 1950s but continued her involvement with the ARC. Josten and Bunge served as IARC presidents and on the Board of Directors at the state level as well as on the Board for the National Association for Retarded Children. Both men and women served as officers at local and state levels. In 1962 Vergie Josten was re-elected to her second consecutive term as IARC president, and her husband, August, served as vice-president of their local unit the same year. Erwin Kahl repeatedly held the office of treasurer during his twenty plus years involvement with the Hancock-Winnebago unit and his wife Betty also served as treasurer. The dedication and strong leadership of the unit were needed as the parents began to go about the task of educating their friends and neighbors.<sup>13</sup>

The Council for Retarded Children reorganized in the summer of 1960 and changed its name to the Hancock Winnebago Association for Retarded Children. Vergie Josten stated that the local chapter wished to conform with other such organizations in Iowa and align itself closer with the Iowa Association for Retarded Children and the National Association for

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<sup>12</sup>*Garner Leader*, 1 July 1953.

<sup>13</sup>*Ibid.*, 13 - 20 June 1962.

Retarded Children. For the purpose of alleviating confusion, the author will refer to the CRC as the HWARC. The HWARC began, in 1953, a forty-three year program of educating the public to gain educational and social opportunities for their children.<sup>14</sup>

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<sup>14</sup>*Garner Leader*, 20 July 1960.

## Chapter 2: DEVELOPING CLASSROOMS AND SOCIAL OPPORTUNITIES

Iowans have always been proud of their educational institutions and the high literacy rate the state maintains nationwide. From the School Act of 1858, which determined that property taxes were to be assessed to support public education, to the use of the McGuffey readers to instill morality and good citizenship, Iowans sought the best for their children in education and were willing to support such endeavors with money and action. Parents of the mentally retarded wanted the same opportunities for their children and were also prepared to take action to bring attention to the lack of educational and societal opportunities for these children.<sup>15</sup>

Establishing classrooms and social outlets proved to be a challenge for the Hancock-Winnebago Association for Retarded Citizens (HWARC) in its formative years. The HWARC received money to fund their projects through membership fees and donations from the community. Fundraising coincided with National Retarded Children's Week in November. In its first year the Winnabago members sent out letters asking for donations and canvassed door to door in the smaller communities of the county. Garner and Britt donations went through the Eastern and Western Hancock Community Chest Drive. The Community Chest was a non-profit corporation organized by the citizens of Hancock County for the purpose of raising funds for both local and national agencies which served the community. Its purpose was the cooperative financing of the work of the agencies that agreed to join the Community Chest. The National Association of Retarded Citizens and the Iowa state chapter

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<sup>15</sup>Dorothy Schwieder, *Iowa: The Middle Land* (Ames, Iowa State, University Press, 1996), 118-119, 122.

received 15 percent of the funds respectively from each local chapter annually. The remaining 70 percent the HWARC used to fund the local projects.<sup>16</sup>

The HWARC spent the bulk of the money to finance educational facilities for the children. In October of 1954, the mothers began a classroom and the children met on Friday afternoons in the public library room in Forest City. The ages of the children ranged from 5 to 15 years of age. The *Garner Leader* wrote of the class:

The purpose of the classroom was to aid in teaching the children to live together with others, as is the need of all children. Special attention is given to handwork. The youngsters have been weaving potholders and now are ready to loop leather belts. Learning handicrafts gives the handicapped a means of spending their time, and can in time, provide a means of earning spending money. The classroom is beneficial not only to the child, but to his family as well. It is satisfying to have a place of training for the different child. As parents and other members of the family see the handicapped member have a place to go where he is accepted and understood, they become more accepting of the condition.<sup>17</sup>

The early philosophy of the public schools that children should learn reading, writing and arithmetic required only those who could profit from such a curriculum be admitted. Children who were deemed incapable of benefiting from basic education were excluded from public school attendance. The public schools did not provide classes for the mentally retarded classified as trainable or educable. Since there were not enough children in one district, the HWARC hoped to establish facilities for the children in a wider area. Kossuth County, located directly west of Winnebago and Hancock counties, joined in the search to locate children who might profit from special classroom training. W.A. Winterstein, director of special education of the State of Iowa, met with the interested professional people and the

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<sup>16</sup>*Britt News Tribune*, 3 November 1966.

HWARC on September 14th, 1953. He stated, "I am interested in seeing such a classroom established in a rural area to serve as a pilot project. This type of training should be a part of the public school program." Erma Bunge urged parents of trainable children to contact her for information and to join the HWARC as active members. C.B. "Chubb" Elling, the editor of the *Garner Leader*, supported public education for the mentally retarded. He commented that the school code provided for the establishment of special ungraded classes for such children but said most school districts did not provide such classes. The parents of retarded children shared the tax burden but their children were deprived of their democratic right to an education solely because of their limited minds.<sup>18</sup>

In 1954, the Forest City classroom met two afternoons a week. Mrs. Arlo Johnson replaced the volunteer mothers as their teacher. Eight children "attended school" for the first time in 1955. The Forest City class list consisted of four teenagers who met twice weekly for two hours a day. Mrs. Johnson gave her charges a wide range of academic and craft work. They were taught reading, writing, numbers, health and hygiene. Speech and diction problems were worked on by playing speech correction games. In 1955 the HWARC began a second classroom in Lake Mills, located in northern Winnebago County. Four and sometimes five students met in the basement of the home of their teacher, Mrs. Robert Burns. The children ranged in age from six to ten and attended class three times a week. The HWARC allocated \$1,700 to pay the teacher's salaries, the classroom equipment, and supplies to keep the classrooms operational. Parents provided transportation to and from school which may

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<sup>17</sup>*Garner Leader*, 24 March 1954.

<sup>18</sup> Curtis H. Krishef, *An Introduction to Mental Retardation* (Springfield: Charles C Thomas, 1983), 165. *Forest City Summit*, 24 September 1953., *Garner Leader*, 25 November 1953.

have prevented children from the farthest points of the counties from attending. Both classes were located in Winnebago County. For a family living in Kanawha, located in southern Hancock County, travel to Lake Miles was 48 miles and 33 miles to Forest City. From Britt to Lake Mills was 36 miles, and to Forest City 21. To transport a disabled child, who may require supervision while traveling and driving such distances during an Iowa winter may have proved too daunting for some families.<sup>19</sup>

### Trainable Classrooms

A room for trainable children, sponsored by the HWARC, had been added in 1958 by the Britt Community School. Mrs. Elizabeth Blackburn had two students enrolled in her class. The HWARC encouraged parents who had not registered their children to do so. A janitor's storage room in the Britt Elementary School had been converted to accommodate the mentally retarded students and their teacher. For all three classrooms the HWARC paid \$2,500 annually for the teachers' salaries and classroom supplies. Newspaper articles informed the public of the expenses incurred for the HWARC sponsored classrooms particularly during a fund drive.<sup>20</sup>

The HWARC kept busy in 1959. The county of Worth, located east of Winnebago, received assistance from the Hancock-Winnebago Council for Retarded Children. The county did not have an ARC unit or organization for the parents and friends of the mentally retarded. Northwood doctor, B.H. Osten, M.D., located the mentally retarded children and adults in an effort to recruit their parents to form an organization to provide educational opportunities for

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<sup>19</sup>*Forest City Summit*, 17, 24 November 1955.

<sup>20</sup>*Garner Leader*, 19 March, 22 November 1958.

their children. As a result, in Northwood four children began attending classes organized by the newly organized Worth County Association for Retarded Children. The HWARC hosted the North Central Region of the Iowa Association for Retarded Children's regional meeting at the Britt High School in October. The counties in the region included Calhoun, Cerro Gordo, Emmett, Franklin, Hamilton, Hancock, Hardin, Humboldt, Kossuth, Pocahontas, Webster, Winnebago, Worth and Wright. The HWARC continued to sponsor the class in Lake Mills and in Forest City. The chapter continued to provide supplementary aid to the Britt Community school district, which had established both an educable and a trainable class as part of its school system.<sup>21</sup>

Educable mentally retarded children and trainable mentally retarded children had often been viewed differently by the public school systems. The educable child with the higher I.Q. range from 50 to 75 generally were capable of being literate. Trainable children with approximate I.Q.s from 20 to 50 were seen as not being educable in the areas of academics, independent social functioning, or employment capabilities. Although figures show a 260 percent increase in the growth of special day classes for trainable retarded children between 1953 and 1958 nationwide, these figures tend to be misleading because of the very small number of these classes in existence in 1953. The growth of trainable level classes was constantly fraught with problems. School boards, administrators, teachers, and professional personnel tended to view educability in terms of potential capability to learn the basic three Rs. Thus classes for educable level children were fairly well accepted, but there remained a serious question as to whether the public schools were responsible for the education of

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<sup>21</sup>*Garner Leader*, 8 October 1959; *Forest City Summit*, 19 November 1959.

retarded children with I.Q.s below 50. Motivated by what they believed to be a basic violation of the child's universal right to a public education, the Associations for Retarded Citizens raised loud protests throughout the country and fought to have trainable children included in public school programs. Because schools were at first adamant in their refusal to accept trainable children, local associations began to establish their own classes. By 1966, the HWARC sponsored trainable classes in Britt and Forest City three days weekly. But the children from the Britt class would eventually end up in Garner.

### Day Activity Centers

By November of 1968, the HWARC sponsored a Day Care Activity Center, located in Garner, in cooperation with the Hancock County Board of Supervisors and the Social Welfare Department. The requirements for the director and assistant were patience and understanding of the mentally handicapped and HWARC provided training at no expense with partial pay provided for the new personnel. The teachers encouraged the children in cooperation, sportsmanship, cleanliness and courtesy. The center became a stepping stone for those capable of going into a planned trainable class with the school districts. The Day Activity Center also served as an evaluation tool giving the school psychologist an opportunity to test each child and see them in group activity.<sup>22</sup>

The HWARC expanded the educational opportunities for the mentally retarded child through the years. In 1969 with financial aid from county institutional funds, the parents set up two special day care centers for the children, the Wee ARC (Activity-Rest-Center) in Forest City and in Garner the Happy ARC (Activity-Recreation-Class). Wee ARC, with an

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enrollment of four, operated five days a week from 8 a.m. to 4 p.m. The classroom was located in the former family room of Orvin and Wanda Schnebly; Wanda was the President of the HWARC at the time. The goal of this center was to aid the children in self-help and self-care, where possible. It also provided help for parents to care for their special children so they could be kept at home. The long range goal was to have a residential home which would be able to offer 24-hour care for the children and yet be close enough to their families so that each might remain a part of the family.<sup>23</sup> As noted in *Iowa's Comprehensive Plan to Combat Mental Retardation, Chapter II*, to keep the family together rather than institutionalizing the child was the preferred option for the family. The report stated:

In recent years the philosophy has changed from the centralized, large institution designed to serve those mentally retarded that the family and /or community did not want to the present philosophy of community based services with the basic objective of providing the most effective services to the mentally retarded individual as close to his family as possible. Today, this philosophy is fast becoming practice nation wide.<sup>24</sup>

The Wee Arc provided love and daily care as well as exercising the children at varying degrees and creating as much mental stimulation as possible. Two people remained on duty at the center and the Directors and assistants at both Centers received special training sessions at the Woodward State Hospital.

The Happy ARC Activity Center's children previously met in the Garner Memorial Building and in 1969 rented a converted older home. Happy ARC's purpose was to provide

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<sup>22</sup> Curtis H. Krishef, *An Introduction to Mental Retardation* (Springfield: Charles C Thomas, 1983), 96-98., *Britt News Tribune*, 12 September 1968.

<sup>23</sup> Jo Moore Stewart, "How Two Counties Help Their Retarded Children," *Des Moines Sunday Register*, 22 June 1969, insert, p.12.

<sup>24</sup> *Iowa's Comprehensive Plan to Combat Mental Retardation, A Report of Iowa's Comprehensive Plan to Combat Mental Retardation: Chapter II* (1965), 19.

the mentally retarded child with a happy mental, emotional, and social group-play experience. The center operated Monday through Friday from 9:30 a.m. to 3:30 p.m.; the child had to be between 6 and 21 years to be eligible. Happy ARC provided one hour of class-time, spent much like that of a kindergarten class but taught at a much slower rate, and the rest of the day was devoted to activity, rest, lunch and play. Of the nine students in the class, six were eligible for a trainable class. The goal of the Happy ARC and the Association of Retarded Children that year was to help the Hancock School Board to set up a trainable class for Hancock County. If the class were set up, it would enable some of the children in Happy ARC, to move into the trainable class. It then allowed the center to take care of additional severely retarded children receiving no outside help. Wanda Schnebly appealed to the economic and social advantages of such a project. She stated, "These children could be taxpayers instead of tax eaters if we give them a chance by education and training them properly. If we don't, they'll never reach their potential or earn the self respect they need and deserve."<sup>25</sup>

HWARC began communicating with the state office in 1968 to achieve its goal of setting up a trainable class in the public school system. The superintendent of the schools informed the chapter that if it desired a class for trainable children it needed to submit a formal request to the board. The HWARC had to indicate why it felt it was necessary and list the names of children who would participate in such a program. The HWARC was told if the

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<sup>25</sup>Jo Moore Stewart, "How Two Counties Help Their Retarded Children," *Des Moines Sunday Register*, 22 June 1969, insert, p. 12.

county board approved and if all the separate community school boards in the county agreed, maybe it could have such a class in 1969-1970.<sup>26</sup>

Such a class opened in the 1971-1972 school year. The trainable class operated in what had previously been an industrial arts room in the hot lunch cafeteria building next to the Garner Junior High School. The Hancock County school system sponsored the class, which was open to any child in need of training. To be eligible to attend the class, the children had to be toilet trained, able to eat by themselves, to play by themselves and with others, and to sit quietly and to pay attention. The children learned self help skills such as dressing themselves; table manners, coloring and art work. Also included was very basic math, which consisted mostly of learning numbers and how to tell time. On Monday and Thursday mornings a physical therapist went to the class to help the children and was paid for through the Title VI program and the county schools. In 1973, the class had six students, five girls and one boy. The class had two students each from Britt, Garner and Kanawha. A van belonging to the Kanawha school system picked up the children from Britt and Kanawha. The children were able to participate in the school lunch program. Visitors were welcomed to stop and observe how the class was run and to see how their tax dollars were being spent. The HWARC had succeeded in implementing change and developing the Day Activity Centers in Forest City and Garner. They succeeded also in getting a trainable class started in the public school system in Hancock County with approval from the County School Board and the individual community School Boards. The HWARC established educational opportunities for the mentally retarded and also worked in portraying the mentally retarded as citizens of the

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<sup>26</sup>*Garner Leader*, 10 April 1974.

community. The organization emphasized the economic assets as well as a matter of “the right thing to do”.

Membership drives were another way to inform the public as to the needs of the mentally retarded. The HWARC received from the Iowa Association for Retarded Children the state award for highest membership increase in 1968. The goal for the 1969 membership drive was to maintain its present membership and increase it by 10%. Hundreds of newsletters with membership information were sent to people whom the unit’s membership chairman, Mrs. Thomas Irish Sr., believed might be interested in helping the retarded in a professional or personal way. She stated, “Only through public understanding can the retarded reach their potential and become a useful part of the community.”<sup>27</sup>

### Social Opportunities

HWARC sponsored the North Central Camp for the area mentally retarded twelve years of age and up. The summer camp was held at the Methodist Camp located in Clear Lake, fifteen miles east of Garner. The camp originally lasted three days when it was first organized in 1964; by 1966 it was extended to four at the request of parents and participants. The *Britt News Tribune* wrote, “The campers will enjoy the pleasures of a camp for ‘norms’ but activities will be geared to their abilities. Swimming, crafts, nature study and hikes plus many surprises are in store.”<sup>28</sup>

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<sup>27</sup>Ibid., 6 February 1969. Membership dues were \$2.50 for a single member or \$5.00 for family membership.

<sup>28</sup>*Garner Leader*, 14 July 1966.

In 1968 the HWARC was able to expand its summer program through a federal grant under Title VI of the Elementary and Secondary Education Act of \$9,136.00, which became available for establishing or expanding summer programs for handicapped children. The program included all the retarded, from the most profoundly to the mildly handicapped. A full time director and two assistants were hired for the six-week program. No direct charge was assessed to the parents, but they had to be members of the HWARC to participate as this program was based on matching funds from the association. If not already a member of the organization the unit did allow those interested to join the association, to take part in the summer program.<sup>29</sup>

In the summer of 1971 three members of the Youth Association for Retarded Children (YARC), an auxiliary unity to HWARC, held a summer school program for the mentally retarded for two weeks at the Britt Grade School, funded by the YARC. Mary Dudgeon, Kathy Kieser and Kris Kieser were able to use the HWARC van to pick up the mentally retarded children who attended the class. They used the swimming pool in the basement of the grade school, participated in arts and crafts, and took walks to the local park. At the end of the two weeks the class took a field trip to West Bend, Iowa to tour the West Bend Grotto. Dudgeon stated the three young women had no special training, moreover, none had a chauffeur's license to drive the van, a requirement they were unaware of at the time. They did have some scary moments when one child had a seizure at a park, and on the field trip they temporarily lost one of the children but found her admiring her shoes in a reflection from a window. She stated she got involved with the YARC because her younger sister was born

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<sup>29</sup>Ibid., 23 May 1968.

with Downs Syndrome, a chromosomal form of mental retardation. Dudgeon wondered why the Kieser sisters got involved because they did not have a relative who was mentally retarded and working with the mentally retarded was not always an easy or pleasant job.<sup>30</sup>

The Youth ARC also raised money for the mentally retarded such as sponsoring a benefit basketball game in 1972 between the Britt faculty members and the Garner-Hayfield faculty. From the proceeds they donated \$200 to go to the purchase of a van with air conditioning for the Happy ARC Day Care Center and also bought the Happy ARC a swing set. The YARC, like its parent organization, consisted of family and friends of the mentally retarded and would survive when the make-up of the HWARC changed, illustrating the commitment of the young people to the mentally retarded.<sup>31</sup>

In October of 1971 the Hancock-Winnebago Association for Retarded Children dissolved their organization after 18 years and formed two separate organizations. The Iowa Association for Retarded Children for several years had encouraged multi-county units to reorganize into one-county units. Another factor leading to the change, according to HWARC president Vergie Josten of Klemme, was the desire

to develop better geographical and organizational working units. Distance to meetings has always been a factor for HWARC members who lived toward the outer limits of the two counties. [T]he new single county groups should be better able to spend their energies on all retarded of all ages within their counties.<sup>32</sup>

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<sup>30</sup>Mary (Dudgeon) Scott, interviewed by author, 25 May 2002.

<sup>31</sup>*Garner Leader*, 22 March 1972, 28 June 1972.

## Happy ARC Crisis

The Hancock Association for Retarded Children (HARC) needed all its energies when a crisis arose in 1973 concerning the Happy ARC Day Activity Center. The center, was located since 1969 in a converted older home. It was licensed by the Iowa State Department of Social Service to take care of fourteen children up to the age of 21. Ten children attended the center which had devised a program for the children that stressed the following:

(1) the formation of acceptable habits; (2) social development that will enable the child to control his personal behavior and adjust to the social situation in the family group, in the neighborhood, or in the community in which he lives; (3) The attainment of work habits and skills such as the ability to perform simple tasks with his hands, following directions and simple instructions; (4) the development of skills in communication in conversation and the ability to make known his needs and interests.<sup>33</sup>

The center owned a van which traveled 170 miles each day to pick up the children and return them to their homes. A hot lunch program, provided at noon, cost 25 cents per day per child. The center was funded through the county, which paid for the rent, salaries, and utilities, but the Hancock Association for Retarded Children (HARC) furnished all of the equipment and supplies. Happy ARC was not a school program and did not take the place of a school program. As the children met certain guidelines, they were to be placed in the trainable class of the Hancock county schools.<sup>34</sup>

By July, the board of directors of Happy ARC and the administrator of the center had received warnings about its license. The rented house was in need of repairs and had been previously heated by two space heaters, which were no longer permitted by state fire

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<sup>32</sup>*Garner Leader*, 27 October 1971.

<sup>33</sup>*Garner Leader*, 7 February 1973, 21 November 21 1973.

regulations. The next month the building had been condemned and the HARC, rather than renting another building, decided to build a facility for the Day Activity Center. Fortunately for the HARC, Vergie Josten, the first president of the original Council for Retarded Children, presided once again as the unit president

The HARC began a fund drive for \$70,000, the estimated cost for the new center. The Garner-Hayfield Community School District donated a plot of land for the new building to the association. Ramps replaced steps to allow wheelchair access, and the building would have a carport to unload and load the children in inclement weather. The larger facilities would be able to serve 30 children.<sup>35</sup>

The members of the HWARC put in many hours of hard work to reach their goal. One aspect which aided their cause was the choice for their publicity chairman, C.B. "Chubb" Elling, the publisher and editor of the *Garner Leader*. His line of work made him a logical choice; moreover, Elling was also a strong, vocal advocate of the mentally retarded. His newspapers humanized the mentally retarded and used photos of the children doing "normal" things that all children do as they grow up. On the front page of a 1970 issue he had a photo of the children on stage performing a musical number with instruments for an audience of parents and friends at the membership dinner for HWARC. Pictures of the kids visiting Santa Claus were not unusual around Christmas time in the Garner paper. A bus load of mentally retarded on their way to the Special Olympics became an article in the paper and one of the

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<sup>34</sup>Ibid., 7 February 1973, 21 November 1973.

<sup>35</sup>*Garner Leader*, 25 July 1973.



athletes, a young man who stood at 6'3" and weighed 225 pounds, was described as, "a fine specimen and a credit to the ARCs on the trip."<sup>36</sup>

Just before the fund drive officially started, Elling wrote two articles in different issues of the paper focusing on two different children; each article included a picture of the mother and the child.. The first article focused on how Happy ARC had aided, Angie Oxley, a ten-year old from Corwith and a student of the center since it opened in September of 1968. In the photo Angie appears normal with no visible handicap. Her mother stated:

At that time Angela did not talk, her motivation was somewhat unsteady, and she did not have the companionship of the other children of her same condition and age group. Angela can talk now. I feel she has been helped immensely, with due respect and credit to the Happy ARC staff during the past five years. Angela would not be like she is today -- without the Day Care Center -- it is the only help available in the area. We are greatly pleased with her progress.<sup>37</sup>

The second article addressed benefits the center provided for the family of a mentally retarded child. Kenny Stahl was a ten-year old mentally retarded child who also had cerebral palsy. The picture of the smiling boy in his wheelchair with his mother, revealed Kenny was obviously disabled and needed special attention. He lived on a farm with dairy cows southeast of Klemme with his parents and younger brother. Kenny had never walked and spent all his time in bed or a wheel-chair or on the floor. He was toilet trained and his speech was almost normal. Kenny originally attended the center only half days and later full days, but only three per week. His parents brought him in for the three days, and Kenny rode the van home in the afternoon. The article stated:

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<sup>36</sup>*Ibid.*, 25 February 1970, 28 August 1974.

<sup>37</sup>*Garner Leader*, 22 August 1973.

The raising of Kenneth has been very confining for the Stahls, as one has to be home with Kenny all the time, they change off Sundays on going to church. "We do the very best we can," explained Mrs. Stahl, "in caring and loving our sons. Kenny is not afraid to stay alone for short whiles now, and his brother, Wayne, watches after [Kenny] sometimes, when both parents need to be outside taking care of the farm work." Mrs. Stahl wants everyone to know that a great deal of credit goes to Steve Hall, assistant at the Center, who watches after Kenny, lifts him around at the Center and helps him into the van.<sup>38</sup>

The center gave a needed break for the Stahl family so the continual care for their young son did not overwhelm them, as well as giving Kenny a social outlet at the center rather than the isolation of the farm. Both mothers expressed a desire for the state to eventually take over the care centers for the training and educating the children, instead of leaving it up to the local citizens.<sup>39</sup>

The fund drive campaign by December raised \$33,000. The organizations and contributions received front page coverage in the *Garner Leader* with a photo of a representative of the donating clubs giving a check to the HARC treasurer Mrs. Dean Tompkins. During 1974 at least 22 issues of the weekly *Garner Leader* ran articles reporting on the fund drive. The Jaycees donated \$300 and pledged another \$500 from their "fun nights" held on Fridays at the Longhorn Supper Club. The Rotary Club presented a check for \$800 from the proceeds of a concert it sponsored at which the River City Chorus performed. Eleven couples sponsored and underwrote the expenses of a Valentine dance, which raised \$1,848.<sup>40</sup> Churches held chili suppers; town fire departments and chapters of the Veterans of

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<sup>38</sup>Ibid., 21 November 1973.

<sup>39</sup>*Garner Leader*, 21 November 1973.

<sup>40</sup>Ibid., 23 January 1974, 30 January 1974, 27 February 1974.

Foreign Wars across the county gave to the building fund. The HARC did reach its intended goal, and on April 10 a ground breaking ceremony was held with President Vergie Josten presiding. On November 13, 1974 a new HARC president, Wayne Dudgeon, hosted an open house for the completed building. A dedication ceremony was held with a presentation of an American flag and flag pole donated by the VFW and the raising of the flag.<sup>41</sup>

The Council for Retarded Children and later the Hancock Association for Retarded Children sought to increase educational and social opportunities for the mentally retarded in their respective counties. They wanted the mentally retarded to be given the same opportunities as “normal” children and did not want the handicap of “not being like everyone else” to hinder the mentally retarded child. The Association used the argument of economics, stating it was less expensive for the mentally retarded to remain in their community with their family rather than be put in a state institution. It was society’s responsibility to care for these children and it was “the right thing to do”. The family and friends of the mentally retarded worked through the years to educate their communities and when the mentally retarded needed to raise \$70,000 in a county with a population of less than 14,000 the communities responded and gave their money and time for the mentally retarded children and their families.

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<sup>41</sup>Ibid., 13 November 1974.

## CHAPTER 3: EDUCATING THE PUBLIC

The parents of the mentally retarded in Hancock and Winnebago counties organized a parents' group to work for the benefit of mentally retarded persons. The *Forest City Summit* stated that, "The purpose of the organization is to bring together those who have a common interest so they can secure community educational facilities for the children and work with other groups to provide adequate care and training in established institutions. Through press and radio the group will help bring to the public an understanding of the problem." The HWARC realized for the organization to succeed they needed the support of its fellow taxpayers and support in the form of money it hoped to raise through donation drives. The local chapter used the money to accomplish its goal of setting up classrooms the public school system did not provide for the mentally retarded. Iowans, not unlike the citizens of other states, want to know who is asking for their hard earned income and how the money will be spent. The HWARC began a program of education and in the process also built an infrastructure of teachers, health care professionals and welfare workers all educated to work with the mentally retarded.<sup>41</sup>

As its first effort to inform and educate the public, the Council for Retarded Children placed the book *Angel Unaware* in the libraries of the two counties. Written by Dale Evans, the wife of cowboy movie star Roy Rogers, the book told of the family's experiences of having a mentally retarded child. All royalties from the sale of the book went to the National

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<sup>41</sup> Ibid., 50; Barbara Bair, "The Parents council for Retarded for Retarded Children and Social Change in Rhode Island, 1951-1970," *Rhode Island History* 40, no. 4 (1981): 150-151. As the original founders "children" became adults the organization became the National Association for Citizens in 1973.; *Forest City Summit* 5 March 1953.

Association for Retarded Citizens (NARC). The NARC donated a one-year subscription of their official newspaper, *Children Unlimited* also to be placed in the local libraries. Issued quarterly, *Children Unlimited* related news of groups which had formed throughout the country to work for the benefit of the mentally retarded.<sup>42</sup>

In order for the HWARC to implement its objectives, it needed to acquire funds. As a non-profit organization it relied solely on the donations of the citizens in its two-county area and fundraising efforts of its members. Membership fees were nominal, and if a family were unable to pay the fee, the council waived the payment. The HWARC objective to educate the public coincided with its fundraising efforts. In October 1954, the National Association of Retarded Children (NARC), persuaded President Eisenhower to proclaim the second week of November, "National Retarded Children's Week." Fundraising traditionally began for the parent groups during National Retarded Children's Week. In 1954, Forest City sent out letters asking for donations and canvassed door to door in the smaller communities of the county. Garner and Britt donations went through the Eastern and Western Hancock Community Chest Drive. The Community Chest, a non-profit corporation, was organized by the citizens of Garner and Britt for the purpose of raising funds for both local and national agencies which served the community. Its objective was cooperative financing of the agencies which agreed to join the Community Chest. Each organization received a percentage from the drive. The NARC and IARC received 15 percent each of the funds the local units collected annually; the remaining 70 percent, the HWARC used to support local projects. The bulk of the HWARC's

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<sup>42</sup> *Forest City Summit*, 18 November 1953.

money went to finance educational facilities for the children, the remaining went to activities to educate their neighbors.<sup>43</sup>

Notices appeared in the local newspapers announcing meetings and invited the public to hear professionals speak, such as Martin Roll. Roll, the special education director of the Fort Dodge school system, spent two summers in the early 1950s at the Southbury Training School in Southbury, Connecticut. At the time many considered Southbury the finest training school in the nation for retarded children. The council welcomed anyone interested in the welfare of the mentally retarded to attend its monthly meetings. Articles in the *Garner Leader* listed what the group had accomplished, the projects it hoped to implement appeared regularly, and the benefits of membership for the mentally retarded child and his family. The *Garner Leader* wrote of the classes the HWARC sponsored, "The classroom is beneficial not only to the child, but to his family as well. It is satisfying to have a place of training for the different child. As parents and other members of the family see the handicapped member has a place to go where he is accepted and understood they [the family] become more accepting of the condition." A listing of clubs and civic groups who contributed was also published: the Lions Club of Britt, the Ex-Farmers Homemakers, the Recital Club of Garner and the Sunday school of Ellington Lutheran Church who contributed \$25 and one of the first to give money to the HWARC. This tactic encouraged others to give not only money but time as well.<sup>44</sup>

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<sup>43</sup>James W. Trent, Jr., *Inventing the Feeble Mind: A History of Mental Retardation in the United States* (Berkeley: University of California Press, 1994), 241.; *Forest City Summit*, 14 October - 25 November 1954. The *Britt News Tribune* noted in the February 6, 1968 issue dues for single membership cost \$2 and \$5 for a family.

<sup>44</sup>*Garner Leader*, 24 March 1954; *Forest City Summit*, 9 July - 22 October - 19. November 1953. The term handicapped during this time period referred to anyone with a mental or physical disability.

The HWARC never stopped recruiting. From 1953 to the early nineties newspaper announcements of meetings, special speakers or events always invited non-members to attend. The need for volunteers and additional members were a constant theme in the group's publicity efforts. Roberta Kraft, the 1965 president of the HWARC, pointed out the need for new members and set in motion a program to stimulate the interest of the friends of the retarded. In 1967 the local organization began the first of its annual Membership Banquets and HWARC president, Wanda Schnebly, welcomed more than 160 guests to the dinner. The teachers of the various classes sponsored by the HWARC as well as those who taught the special education courses in the schools for the educable mentally retarded were present. Long-time members and past presidents received awards, and students from the Woodward State Hospital-School sang. Schnebly showed slides and described the programs available. She also discussed the programs not available for the mentally retarded. The purpose of the banquet was not only to entice new members but to also to inform the public.<sup>45</sup>

From its small beginning in 1953, the HWARC had grown into one of the largest ARCs in Iowa, in ratio to its county population, with a membership of 365 for 1969-1970. The group won the Iowa Award for the largest membership increase the two previous years, as well as the National Award from the NARC. With the increase in membership throughout the state the non-parents began to outnumber the parents, creating some tension. As reported in *Hope*, at the 1965 convention a vote was passed to amend the constitution of the IARC to allow 50 percent of the members of the board of directors to be non-parents of retarded children. Previously the board consisted of 25 percent non-parent to 75 percent parent. In her

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<sup>45</sup>*Garner Leader*, 27 January 1965; 25 October 1967.

editorial, Ruthe Pattison editor of the IARC newsletter *Hope*, believed the organization took a leap forward with the change. She argued that the ARC accomplishments thus far were, in part, due to nonparents alignment with the cause and that the contributions of their talents and time to the organization was not unlike the parents'. Pattison ended her argument stating, "I think it is shameful and detrimental to our cause if we discriminate against non-parents in our Association." <sup>46</sup>

In 1955, the HWARC made it clear it had an open membership. One did not need to be a parent of a mentally retarded child to become a member. It encouraged parents, grandparents, relatives, and friends of the mentally retarded or anyone interested, or who worked with the retarded to join and attend the meetings. The HWARC encouraged doctors, nurses, social workers, teachers, pastors -- all who had direct contact with the mentally deficient to work with the group. The HWARC pointed out the National Association of Retarded Children with which the group was affiliated was not for parents only, and they followed the NARC's example. If the citizens of the Hancock and Winnebago counties did not attend the HWARC meetings, the members of the HWARC went to the people. <sup>47</sup>

Clubs and organizations sought speakers to enlighten and entertain them at their meetings, and HWARC members invariably belonged to other clubs and organizations. HWARC members became adept oral presenters as they related their experiences and the work of the HWARC to others. Mrs. Arlo Johnson, the teacher of the class in Forest City, presented a talk titled, "Work with the Retarded Child," to the Forest City Parent-Teacher

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<sup>46</sup>*Garner Leader*, 18 February 1970.; *Hope*, Summer 1965. *Hope* is the IARC newsletter.

<sup>47</sup>*Garner Leader*, 21 September 1955.



Association. The event included a panel discussion with a question-and-answer period. As a board member of the IARC and President of the state organization in 1962 and 1963, Vergie Josten's speaking engagements kept her occupied. She spoke at gatherings, such as the Woden Women's Club, the Ex-Farmer Homemakers, Farm Bureau, Legion Auxiliary, women's church groups and other local ARCs throughout the state. Josten also included films she had of the summer camp program the Iowa Association for Retarded Children implemented in the late 1950s. Unit members, Wanda Schnebly and Mrs. Lowell Solberg of Forest City, incorporated slides and film to discuss the needs of the mentally retarded to the Garner Rotarians. Every other year since the mid 1960s a symposium for Waldorf College students was conducted on campus. In 1968, Schnebly, as HWARC president, represented the local organization as moderator of a half-hour program titled *Focus* which aired from KGLO, the Mason City television station. The program featured slides of the different programs offered by the two-county unit and she also made a bid for speaking engagements for the unit's Speakers' Bureau. She stated, "they are anxious to tell our story to the public and will speak before any group no matter how small or large." One of the first subjects the speakers needed to address, and in the process educate the public about, was the difference between mental retardation and mental illness.<sup>48</sup>

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<sup>48</sup>*Forest City Summit*, 28 March 1957,; *Garner Leader*, 11 January 1963 - 4 November- 2 May 1963: 5 March 1969; 4 February 1970; 20 November 1968.; *President's Report*, IARC Annual Convention, June 1963, copy in possession of the author.

## Mental Retardation versus Mental Illness

Many people confused mental illness with mental retardation, believing they were synonymous. *An Iowa Charter for the Mentally Retarded, Chapter I* published in 1963 noted the problem in its findings. The study was directed by Chapter 16 of the Acts of the Fifty-ninth Iowa General Assembly. The report stated that the passage of Chapter 16 authorizing the study was due in large measure to the efforts of the Iowa Association for Retarded Children. In the IARC newsletter *Hope* the editor wrote, "many people have expressed the viewpoint that a thorough study of the problem [of] mental retardation is needed in Iowa. Legislation, setting up a study committee with appropriations to administer the provisos of the act, may be given consideration." The IARC had seventy-six chapters in eighty-five Iowa counties at the time. Given a broad mandate the Legislative Research Committee and Bureau, under Chapter 16, made a study of mental retardation in Iowa and offered suggestions to the next general assembly for methods by which; (1) existing state and local agencies can improve and coordinate their services for the mentally retarded; and (2) statewide programs can handle problems of the mentally retarded. This was the first legislative study to be made of mental retardation in the 117-year history of Iowa. The study noted the public confusion of mental retardation with mental illness. One factor which led to the confusion rested with who controlled the state institutions for the mentally ill and mentally retarded. Iowa had four institutes for the mentally ill and two state hospital-schools for the retarded in Woodward and Glenwood. All six were governed by the State Board of Control under the supervision of the Director of Mental Health. Also groups who had worked together to improve mental retardation programs in Iowa frequently worked with groups seeking to improve mental

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illness programs on the understandable premise that each side stood to gain by helping the other. The *Garner Leader* attempted to clear the confusion in 1954 when it noted that, “a mentally ill individual can respond to treatment while with the mentally retarded there is no cure, except a condition of slow development of mental faculties.”<sup>49</sup>

The President’s Panel on Mental Retardation, formed in the spring of 1961, recognized that a distinction between mental retardation and mental illness needed to be made. At a press conference on October 11, 1961 President Kennedy announced the formation of a panel to formulate “a comprehensive and concentrated attack” on mental retardation. Members included as panel chairman, Leonard Mayo, the director of the Association for the Aid of Crippled Children, as well as a wide range of professionals in the fields of medicine, education and social work all with an interest in mental retardation. Members believed that the panel’s purpose was to make mental retardation a visible social and medical problem and that any solution to that problem should insure that mental retardation was a distinctive entity, not one easily confused with its major rivals for federal funds particular the field of mental health. The panel realized the need to keep mental retardation distinct from mental illness. In the past mental health professional had dominated, even overwhelmed, the mental retardation field, and most of the panel members wanted to stop that practice. One nonpartisan observed that the “retarded children’s association would practically stand up and scream whenever it was pointed out that the psychiatrists were their friends.” As a direct result of these feelings, the panel records contained statement after statement about the difference between mental health and mental retardation. One condition was reversible, and the other was not.

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<sup>49</sup>Report of the Legislative Advisory Committee on the Study of Mental Retardation, *An Iowa Charter for the Mentally Retarded, Chapter I*, April 1963; *Hope*, Winter 1961; *Garner Leader* 25 August 1954.

Professional ability to deal with one problem did not imply competence to deal with the other.<sup>50</sup>

### Woodward and Glenwood

The Hancock and Winnebago Council for Retarded Children and the IARC worked with the two state hospital schools for the mentally retarded. Glenwood State Hospital-School, in the southeastern corner of Iowa, accepted retarded patients from western Iowa and generally from the southern half of the state below Polk county. Woodward State Hospital School, located north-west of Des Moines, served the families of the mentally retarded from northern, central and eastern Iowa as well as taking in epileptics from the entire state. In the 1950s, Glenwood was labeled a custodial institution due to the high ratio of residents to employees. In 1954, for example, Glenwood had a total residential population of 1,797 and total personnel of 342, counting employees such as clerical staff who did not work directly with the residents. Of the 342 personnel, only 37 were professional staff psychiatrists, psychologists, social workers, and therapists. The IARC with its member units worked to changed the conditions of the institutions, though they argued for training the mentally retarded over institutionalization. To gain a better understanding of the institutions and to continue with its policy of educating the public, the Hancock-Winnebago Association for Retarded Children offered tours to Woodward.<sup>51</sup>

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<sup>50</sup>Edward D. Berkowitz, "The Politics of Mental Retardation During The Kennedy Administration", *Social Science Quarterly* 61:1 (1980): 128-143.

<sup>51</sup>Becky Wilson Hawbaker, "'No Middle Ground': Change and Controversy at Glenwood State School", *Iowa Heritage* 79:2 (1998): 66. The article discusses the life-long institutionalization of patients who were either mis-diagnosed or never tested for mental retardation. A new director at Glenwood, Alfred Sasser revealed to a

From its inception in 1953, the Hancock-Winnebago Association For Retarded Children (HWARC) worked with and for the Woodward State-Hospital School. Not all members of the unit kept their mentally retarded child in the family home. Parents did choose to institutionalize their children, particularly if the child needed special medical attention or was profoundly retarded and the family could not cope. The group sponsored children from the area who resided at Woodward. They gave out lists of projects local clubs could work on for residents of the institution, such as preparing lap boards for wheelchairs. The teachers who taught at the HWARC-sponsored classes received special training at Woodward. The HWARC, which began sponsoring annual tours in 1964, extended an open invitation to all, including non-members, who were interested in the welfare of the mentally retarded. The excursion was free with HWARC providing the transportation. Woodward allowed tours twice a month on Wednesday and these were also attended by other Iowa ARCs as well as bus loads of high school students. Groups heard from the heads of departments, including directors of education, religious training, admissions and social service, nursing and psychology. Those who took the tour also learned that of the 1,250 residents, 300 participated in an educational program until they reached the age of eighteen; for those between eighteen and twenty-one years of age, a vocational program was continued. The tour visited the clothing dispensary, which allotted clothing to patients whose parents or guardians did not provide it.<sup>52</sup>

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*Des Moines Register* reporter what he had discovered and in 1958 *Life* magazine published the story. Sasser was controversial and eventually he was fired when the Board of Control realized he did not have a Doctorate. See also *Inventing the Feeble Mind: A History of Mental Retardation in the United States*. James W. Trent, Jr. (Berkeley: University of California Press, 1994); *Garner Leader*, 20 July 1960.

<sup>52</sup>*Forest City Summit*, 10 June 1954; 17 November 1955; 13 November 1958; 6 June 1963; 2 April 1964; 16 April 1964; *Garner Leader*, 1 April 1964; 22 April 1964.

The HWARC continued to offer tours every year and by 1967, 100 people participated in the HWARC annual visit to Woodward. The HWARC chartered two buses and an additional three cars were needed that year. Woodward officials told the group that because of insufficient funds due to inadequate appropriations by the legislature, the superintendent and his staff were limited in what they could do for the retardates. They stressed it was cheaper to educate and train the retarded, enabling the person to enter the work force rather than institutionalizing a possible taxpayer. A single life institutionalization cost the state \$200,000, but training a retardate required just a small percentage of this amount. They told their audience it was good business to invest in the retarded. The 1967 trip to Woodward cost the HWARC \$360, and the unit believed the tour was a good investment particularly with the message Woodward relayed to the visitors. Educating the mentally retarded proved to be cheaper than institutionalizing them, and thus saving money for the taxpayers of the state if they invested in educational opportunities for the retarded. By 1971 the HWARC limited the tour to forty people and charged a nominal fee of \$2.50. The education of the public continued and the HWARC set about to involve the youth of the two counties.<sup>53</sup>

### Recruitment

The HWARC realized in the late 1950s in order for special education to succeed teachers' needed to be recruited and the organization needed new, young members as

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<sup>53</sup> *Britt News Tribune*, 16 March 1967; Garner Leader, 17 March 1971.

volunteers and future members. Initially the unit began modestly by sponsoring yearly essay contests. The first essay winner in the state, Sharon Blau of Klemme, wrote on “What the Community Should Know About Mental Retardation.” Blau won a free trip to the 1959 Iowa Association for Retarded Children’s convention in Dubuque to receive her award as well as a free boat trip on the Mississippi. The HWARC sponsored the essay contest and sent the winning essay to the IARC to select a state winner. In 1962 the HWARC appealed to the teenagers of the counties to enter the contest. “The unit is looking for conscientious young high school students that would be interested in writing essays about retarded children,” stated the announcement in the *Garner Leader*. High school students from sophomore through the senior year competed for the local grand prize of \$5 and \$2.50 for first and second place including an expense paid trip to the IARC convention in June. *Hope*, the IARC newspaper, published the winning state paper. The themes of the papers were to tie in with Retarded Children’s month and the annual fund drive in November.<sup>54</sup>

In 1963, Vergie Josten, the state president, noted twelve entries in the essay contest had been submitted. The IARC offered a \$50 savings bond in 1965 to its state winner, seventeen-year-old Monica Johnson, for her essay titled, “Your Helping Hand.” She received Honorable Mention of the same year in the Youth Award category presented to teens nominated by local units. Melissa’s mother, Mrs. Arlo Johnson, taught the mentally retarded children of the HWARC sponsored class in Forest City for fourteen years. In the 1968 notice of the contest the HWARC encouraged the students to “try out their writing skills and at the same time gain much knowledge about these ‘special people’ in the community.” As the

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<sup>54</sup>*Garner Leader*, 17 June 1959; 28 February - 31 October 1962

students wrote about the mentally retarded, the state and local ARCs expected the young people to consider working with the “special people” in the areas of health care and education.

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### Scholarships

Following re-election as IARC president at the end of the 1962 IARC convention, Vergie Josten stated, “We have barely scratched the surface of what can be done for these children. I must point out to you that our main responsibility is in the field of public education and information.” Special education classes were not required in the school districts of Iowa. *An Iowa Charter for the Mentally Retarded, Chapter I* noted,

Special classes for the retarded were being established voluntarily by the local school districts but the growing number of these classes will soon level off unless mandatory legislation is passed. The densely populated areas of the [s]tate are fairly well served by special education classes; however, the question that the General Assembly will soon have to answer is what public policy should require for the more sparsely populated areas.

The local rural schools cited the lack of teachers available for hire who were trained to work with the mentally retarded as well as the small number of students available to attend such a class in each district as a reason for not voluntarily opening its doors for the mentally retarded. The HWARC hoped to remedy the teacher shortage by offering scholarships to those wishing to enter the field of special education as well as health care.<sup>56</sup>

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<sup>55</sup>*President's Report*, June 1963. Submitted at IARC Annual Convention, copy in possession of author; *Hope*, Summer 1965; *Garner Leader*, 7 July 1965, 14 February 1968. See the appendix for Melissa Johnson's essay as it appeared in *Hope*, Summer 1965.

<sup>56</sup>*Fort Dodge Messenger and Chronicle*, 11 June 1962; Report of the Legislative Advisory Committee on the Study of Mental Retardation, *An Iowa Charter for the Mentally Retarded, Chapter I*, April 1963.



The unit hoped to set up scholarships as early as 1954 and again in 1958 but it did not receive enough money from their fundraising efforts to support the program. The first public notice the HWARC gave of its intention to offer scholarships was one line in a newspaper article about its May meeting in 1963. The last line stated, "The scholarship fund was discussed in respect as to how best [to] interest those that would desire such aid." In November the unit announced it would sponsor a scholarship to encourage young men and women to train in the occupations pertaining to mental retardation. The recipients were to agree to teach or work at least one year on salary in the field of special education or in the specialized field dealing directly with the problem of retardation in the state of Iowa within four years from the receipt of funds. The unit offered up to \$500 to further the training of individuals in the field. College juniors and seniors and those presently teaching either retarded or normal children who wished to enter special education or acquire credits to continue teaching special education were eligible for the scholarships. The *Garner Leader* wrote, "Special education teachers and specialized workers in this field are urgently needed. Many schools fail to provide needed special education facilities because qualified, properly trained teachers are simply not available."<sup>57</sup>

To raise money for the scholarship the unit tried an experimental program at the Lake Mills Community School. Under the plan a fellow teacher solicited the faculty of the school. After the solicitation the proceeds were to be matched by the HWARC and turned back to the school's teachers' club or education association to provide a small scholarship, which was governed by the teachers themselves through their scholarship committee. Freshmen and

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sophomores in college were eligible on the condition that it furthered their interests in some field pertaining to retardation. The HWARC also placed living memorial cards in Hancock and Winnebago counties' funeral homes. The living memorials provided scholarships, education, and aid for the mentally retarded in Iowa. The IARC newsletter *Hope* also contained bequest forms in its issues. The paper stated, "A living memorial provides a brighter tomorrow for retarded children and established to provide research, scholarships and education." Several issues listed the memorials received with the name of the deceased as well who contributed in their name and where they resided.<sup>58</sup>

Four teachers received financial aid from the HWARC in 1970. Two teachers working full time in the Winnebago County classes located in Thompson received scholarships to cover the expenses of taking extra courses to help them with their special education classes. One of these was Trudie Lawson, who graduated from the University of Northern Iowa, with a Bachelor of Arts Degree in Special Education. In her senior year she stated,

'Ever since I can remember I have wanted to be a teacher. . . . I observed a class of retarded students and found the challenge. While working my second summer at the Woodward State Hospital and School I decided this was definitely the field for me. I cannot describe the feelings I had when a child finally leaned how to wave his hand, to comb her hair or to interact in a favorable manner with other children.'<sup>59</sup>

Mrs. Vance Halverson, a mother of four who worked as a substitute teacher, accepted the fourth scholarship. She filled in at the County Special Education classes and she

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<sup>57</sup>*Garner Leader*, 10 November 1954; 19 November 1958 23 May 1962; 27 November 1963; *Forest City Summit* 21 November 1963.

<sup>58</sup>*Garner Leader*, 27 November 1963; 22 May 1963; *Forest City Summit* 21 November 1963; *Hope*, Summer, 1965 - Spring, 1966 - Summer, 1966.

<sup>59</sup>*Garner Leader*, 15 April 1970.

commented to the *Garner Leader*: ‘During the days I have served as substitute teacher at the county classes I have developed a deep concern, interest, and liking for these youngsters. I realize a person must emphasize these youngster’s strong points with encouragement and firmness.’ The IARC also awarded scholarships to teachers and health care workers.<sup>60</sup>

The IARC granted nine scholarships to public health and school nurses in Iowa to attend a one-week workshop on “School Nursing for Mentally Retarded Children” at the University of Iowa in 1961. The tuition scholarships of \$25 each came from the IARC Memorial Program. The HWARC November 1965 fund drive chairman stated the unit hoped to receive larger donations that year than in the past years. The HWARC announced to the residents of the two counties the IARC’s new program, “Career Counseling and Scholarships”. The *Garner Leader* wrote, “This program which needs over 740 teachers in the state of Iowa alone, will not only help the children of school age, but will also aid the retarded of all ages and those yet to be born. This new program will give encouragement and funds to help health nurses, welfare workers, and all who work directly or indirectly with those so handicapped.” The IARC awarded scholarships to teachers as part of its “Career Motivation Program” in 1968. Fifteen Iowa teachers and students received \$200 each to work toward certification in special education. All of the candidates had previously attended a three-day institute for recruitment of special education personnel, sponsored by the State Department of Public Instruction and the IARC. Funds from the scholarship program came from individual gifts and county units including the HWARC.<sup>61</sup>

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<sup>60</sup> Ibid.

<sup>61</sup> *Hope*, Summer 1961; *Garner Leader*, 11 November 1964; 18 September 1968.

The HWARC sponsored five Garner-Hayfield students to attend “Special Education Career Day” at Drake University in 1969. A student majoring in special education, a teacher, nurse, school administrator, and parents of retarded children made up a panel that discussed the needs of special education. Parents also voiced concern for contact with and more involvement in their mentally retarded child’s school on all levels of training. Of interest to the students was the lack of professionals working in the field of special education; even after fifteen years in Iowa and with 1300 people employed, over 4500 persons were needed. The HWARC encouraged the young people of their counties to pursue employment opportunities in the area of mental retardation. The unit also worked to involve the teen youth in local activities as well.<sup>62</sup>

#### Youth Involvement with the Association of Retarded Citizens

The 1968 HWARC tour of Woodward included thirty-five students and a Waldorf student who represented the HWARC as one of its delegates to the National Association For Retarded Children’s Convention the same year. Garner High School students helped to paint the house the HWARC rented to conduct classes for the trainable students. The unit needed committee members and volunteer workers to help in the summer recreation program, membership and fund drive, publicity, day care or activity centers, awards, youth ARC education, scholarships, and bus transportation. The van needed not only a driver, but a rider to supervise the children while en route. Several of the children who attended the HWARC-

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<sup>62</sup>*Garner Leader*, 7 May 1969.

sponsored classes rode the van to up to an hour per day and needed special attention if in a wheel chair or known to have seizures.<sup>63</sup>

Sixteen high school and college girls from Garner, Thompson, Joice, and Forest City were honored at a 1969 general meeting of the HWARC. A summer recreation committee member commended the young women for their more than 1,400 volunteer hours and their willingness to give six weeks of their summer vacations to work with the retarded children of the area. They received a "Certification of Appreciation," and the unit challenged the young people to return next summer and aid in recruiting more volunteers. Nancy Slagle of Garner worked eighty-four hours during the six-week program.<sup>64</sup>

The local units of the IARC encouraged the younger generation to interact with the mentally retarded. Woodbury County ARC began sponsoring "Teens Aid Retarded Children" a youth group of fourteen members in 1966. The holidays offered opportunities for teens to entertain and treat the retarded children in their communities. A Forest City high school student entertained the group with her ability to manipulate her puppets in a Spanish dance and a Christmas story for the eighty guests attending the annual HWARC Christmas party. Waldorf College students held a Valentine party for the children and their parents. The students joined the children in playing volleyball, basketball, and other gym games and activities at the Waldorf College gym. The unit began sponsoring symposiums on mental retardation for the Waldorf students in 1963.<sup>65</sup>

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<sup>63</sup>Ibid., 28 February - 13 March - 2 October 1968; 25 June 1969.

<sup>64</sup>Ibid., 1 October 1969.

<sup>65</sup>*Hope*, Summer 1966; *Garner Leader*, 3 January 1968; 12 February 1969;

### Youth Association for Retarded Citizens

Wanda Schnebly, president of the HWARC and moderator of the 1969 symposium, welcomed students and college personnel to attend the informative meeting. She stated, "Through meetings such as this, the workers of tomorrow will be provided. If these young people do not go into a direct field of mental retardation, they will have a better understanding of the problems, the needs and the loves of the retarded. Through better understanding will come more tolerant, compassionate and helpful communities." The unit also announced plans to set up a youth group in Forest City that would be the counterpart of the adult ARC. Those attending were invited to join, and membership was open to those in high school, college, and up to the age of twenty-five. The youth were to work primarily with recreation and "the buddy system" for the mentally retarded.<sup>66</sup>

Under the guidance of Wanda Schnebly, the state Youth Association for Retarded Children (YARC), a statewide youth organization of the IARC, organized in December of 1969 to elect officers and organize. Twelve county units had youth groups working with retarded children including the HWARC, and they hoped to organize at least fifty counties in the next year. The Youth ARC Creed stated, "We are joined together to learn how to live better, how to work with others and to give of ourselves to serve the mentally retarded. We believe in the worth of each other and have fun in proving it." Its purpose was to serve as a friend of the mentally retarded and to help them learn to live in, work in, and enjoy their

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<sup>66</sup>*Garner Leader*, 5, 26 March 1969.

world. The YARC was to serve with the local, state and national Associations for Retarded Children in their programs and other efforts to help the mentally retarded. Its aims were

- (1) Service--to provide volunteer service to the mentally retarded.
- (2) Public Education--to assist ARCs in telling the community about the mentally retarded, their special abilities and special needs.
- (3) Career Motivation.
- (4) Leadership development.
- (5) Organization--to encourage other young people to join their ranks.
- (6) Social--to meet and work with other young people who share this common interest and concern.<sup>67</sup>

The YARC began with a promising membership of 245 members statewide. The YARC mirrored its parent organization and held annual conventions with emphasis on educational workshops to better aid and serve the mentally retarded; as always meetings were open to the public at the state and local level. Unlike other projects the HWARC implemented, the YARC had been promoted nationally rather than by the Iowa Association for Retarded Children's Advisory Board.<sup>68</sup>

The Youth Association for Retarded Children (YARC), an auxiliary unit of the HWARC, consisted of high school and college age members. The local YARC elected its own officers and held its meetings at Happy ARC Center in Garner. The Youth-Iowa Association for Retarded Children began annual conventions for the unit chapters of the new organization in 1970. The Second Annual Convention was held in Clear Lake at the United Methodist Campgrounds, May 29-30th, with over 100 participants including the HWARC youth chapter.

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<sup>67</sup>Ibid., 24 December 1969.

<sup>68</sup> Ibid., 5 November 1969.

Workshop sessions emphasized ways of working with the retarded. One of the featured guests was Cheryl Brown, Miss Iowa of 1971, who was an honorary Youth-IARC sponsor.<sup>69</sup>

### Informing the Public on Prevention

The NARC informed its state chapters of new developments, and the IARC passed the information to the local units about how to relay the information to the public. The NARC gave money for research, and the ARC's fund drive publicity urged the public to help prevent mental retardation by supporting the local fund drive. The organization compared mental retardation with polio. It stated that research "was vitally needed to prevent mental retardation in children yet unborn. Research is long and costly, but the only insurance that can be offered for prevention of this handicap. Do you remember what happened to polio when enough money was forthcoming for a concentrated effort on its prevention?" Fifteen percent of the funds the local units raised went to the National Association for Retarded Children. The HWARC made the public aware that their money did go to research, as advertised.

In 1962 the *Garner Leader* reported on the tenth annual convention of the IARC. Dr. Hans U. Vellweger, a State University of Iowa pediatrics professor, addressed the final session of the two-day meeting. He argued, "One of fifty cases of mental retardation is due to chemical causes. . . half these cases can be treated and normal mentality will follow." The chapter informed the public that there are over one hundred known causes of mental retardation but cures for only a few. In 1964, Mrs. Erwin Nerem, North Central Regional

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<sup>69</sup>*Garner Leader*, 26 May 1971.



Director for the Iowa Association for Retarded Children and member of the HWARC related to members at a fund drive meeting:

Every five minutes a baby is born that is or will be retarded. Your help can make this story much brighter. With training and guidance programs to enable each child to be educated to his fullest capability, 83% can become taxpayers and 14% can become useful with less required care from their families. Without public awareness and funds our hands are tied.<sup>70</sup>

At the same meeting Nerem told the organization the news from the National Convention for Retarded Children held in the summer of 1964 at Oklahoma City. Dr. Robert Guthrie attended the meeting and discussed Phenylketonuria also known as PKU. PKU is a rare disease that was first described by Dr. Ashborn Folling, a Norwegian physician and biochemist in the 1930s. The disease is serious and, if untreated, results in severe mental retardation. The babies having this condition lack an enzyme that digests one of the amino acids present in most body-building foods; excessive amount of this acid eventually damages the brain. A special diet had been developed to counteract the damaging effect of PKU. Dr. Guthrie developed the blood test which was 85 percent correct in diagnosing the disease. The test involved taking only a few drops of blood from the baby's heel. Nerem urged the group to suggest to all new parents that they ask their doctor about this test. The cost of the test was nominal and not to be considered if it could prevent one child from being retarded. The occurrence of this metabolic disorder is approximately one in 13,000 to 20,000 births. Years after the publication of *The Child Who Never Grew* Pearl S. Buck learned that PKU

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<sup>70</sup>Ibid., 13 June 1962, 25 November 1964.

caused her daughter's disability. As of 1976, approximately 90 percent of all newborn infants were screened for PKU.<sup>71</sup>

The ARCs used the PKU blood test as an example of scientific research taking preventive measures against mental retardation. The money the local chapters sent to the NARC was being used productively as the National and State ARCs supported research projects. In 1961, Dr. Hans U. Zellweger, Professor, Department of Pediatrics, State University of Iowa, began a study on familial mongolism. A chromosomal laboratory had been organized at the university with the special purpose to study mongolism and its causes. The IARC urged cooperation with the study. Zellweger wished families with more than one mongoloid member, whether it be a sibling, or from a wider family, including cousins, first and second, aunts, uncles, and grandparents. Mongolism, known today as Down's Syndrome, is one of the better known of the chromosomal abnormalities. It is caused by an additional chromosome or parts of an extra chromosome becoming attached to or broken off from chromosome 21. It can come from either the mother or father and today is not considered hereditary.<sup>72</sup>

The NARC also used propaganda to gain money for research. Every year the NARC sent out requests for candidates for its poster child. The local chapters selected one child and submitted the nomination to the state, which in turn selected one child for state poster child and his or her name went to the NARC. In 1961 the NARC selected two sisters as their poster

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<sup>71</sup>*Garner Leader*, 26 June 1962., 25 November 1964.; Curtis H. Krishef, *An Introduction to Mental Retardation* (Springfield: Charles C. Thomas, 1983), 287-288.; James W. Trent, Jr., *Inventing the Feeble Mind: A History of Mental Retardation in the United States* (Berkeley: University of California Press, 1994), 233.

<sup>72</sup>*Hope*, Summer 1961; Curtis H. Krishef, *An Introduction to Mental Retardation* (Springfield: Charles C. Thomas, 1983), 290.

girls, Kammy and Sheila McGrath of Colorado. Both girls were victims of PKU. Kammy received treatment early enough to stop retardation, but Sheila's condition had progressed too far for preventive measures to be taken; the result for the girl was severe retardation. The NARC poster child served as an official ambassador for America's six million mentally retarded. The poster child acted in a variety of public information activities, including magazine and newspaper publicity, radio and television spots, appearances at conventions and out-of-town visits. The poster child as well as local and state nominees for poster child proved instrumental in helping local and state units with their fund drives to obtain funds to finance programs for retarded children and adults.<sup>73</sup>

In 1969, the NARC in cooperation with the National Communicable Disease Centers and governmental agencies worked in developing effective methods in the fight against German measles (rubella). The NARC informed its state and local affiliates of its interest in nominees for the 1970 poster child whose mothers contracted German measles during pregnancy. A campaign to encourage parents to have their children vaccinated for this so-called childhood disease caused harmful side effects. The HWARC nominated Sandi Jo Pringnitz, ten-year old daughter of Mr. and Mrs. Ronald Pringnitz of Kanawha. Sandi Jo attended the Happy ARC Day Activity Center. Mrs. Pringnitz contracted measles while pregnant with Sandi Jo. In 1962 and 1967 the NARC placed the HWARC on its Research Fund Honor Roll in grateful recognition of financial support for research to discover the causes of mental retardation. The unit received certificates of appreciation and informed the public of its awards in the local papers. The HWARC as well as the state and national

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<sup>73</sup> *Hope*, Summer 1966; *Garner Leader*, 23 July, 19 November 1969.

organization worked to inform the public about how the money raised for the mentally retarded. While the organization relayed the information, it also discussed preventive measures to combat mental retardation.<sup>74</sup>

The mentally retarded relied on the public to aid their cause. As friends and neighbors came to understand mental retardation and the problems it brought to the children and their families, they gave generously of their time and money. The Association for Retarded Children (ARC) also needed to convince the public as voters to urge for legislative change.

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<sup>74</sup>*Garner Leader*, 23 July, 19 November 1969; *Hope*, Summer 1962; Copies of the 1962, 1967 research award certificates in possession of author.

## CHAPTER 4: GOVERNMENT RESPONSE

To gain access to public education for all the mentally retarded, the Association of Retarded Children (ARC) needed political change to enter the public schools. The local units approached their local politicians but still lacked political clout on a national level in the 1950s. This changed when John F. Kennedy entered the White House in 1960. Advocates of the mentally retarded hoped their cause had the potential to be of major federal interest. Presidential families had traditionally provided a focus for the nation's health concerns. Roosevelt publicized polio, and Eisenhower alerted the nation to the dangers of heart disease. In the same manner the disease of concern to the Kennedys was mental retardation. The Kennedy's set up the Joseph P. Kennedy Foundation in 1946 specifically to fund mental retardation treatment. The Kennedys brought hope and national attention to the problem of mental retardation.<sup>75</sup>

Kennedy, as a senator, assisted in the passage of Public Law 85-926 (1955-56), which authorized grants to institutions of higher education and state education agencies to prepare teacher and leadership personnel for the education of the mentally retarded. In 1962, as President, he formed the President's Panel on Mental Retardation that produced a report entitled, *A Proposed Program for a National Action to Combat Mental Retardation*. It concluded that state institutions should upgrade the quality of services and encouraged local communities to work with federal and state agencies to provide comprehensive, community-

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<sup>75</sup>Edward D. Berkowitz, "The Politics of Mental Retardation During the Kennedy Administration," *Social Science Quarterly* 61:1 (1980): 128-129.

based facilities and services. Kennedy brought an air of legitimacy to educating the mentally retarded which grass roots movements, such as the ARC, had been working for.<sup>76</sup>

The states responded, and in Iowa the Legislative Advisory Committee on the Study of Mental Retardation (with the assistance from the Legislative Research Bureau and selected governmental and private agency representatives) initiated a study. The report entitled. *An Iowa Charter for the Mentally Retarded: Chapter I* was submitted to the 60th General Assembly in 1963. Its primary focus was the status of the mentally retarded in Iowa, with emphasis on legislative needs for institutional programming. Iowa's attempt to plan and implement comprehensive programs for the mentally retarded and their families continued with *A Report of Iowa's Comprehensive Plan to Combat Mental Retardation: Chapter II*.<sup>77</sup>

The *Chapter II* report had been supported in part by a Mental Retardation Planning Grant awarded by the Public Health Service, Department of Health, Education, and Welfare, and the project period lasted from July 1, 1964 to September 30, 1965. A small interagency committee, working at the direction of a larger group, was given responsibility for developing an organizational structure for Iowa's Planning Project. The structure included an executive board, planning board, administrative council, and eight task forces. The task forces assumed major responsibility for appraising the services in specific areas and for formulating the basic recommendations. The planning board became the working board. It met frequently to consider issues and to prepare itself as the receiving body for the review of recommendations.

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<sup>76</sup>Phyllis Sandra Rubenfeld, "Education in Public Schools for Cerebral Palsy and Mentally Retarded Children: The Parent Movement in New York City, 1946-1975" (Ph.D. diss., Columbia University Teachers College, 1984), 63.

<sup>77</sup>Iowa's Comprehensive Plan to Combat Mental Retardation, *Chapter II: A Report of Iowa's Comprehensive Plan to Combat Mental Retardation*, (Des Moines, 1965) 2.

The executive board comprised of departmental heads whose staff members served on the planning board and task forces. The board had the responsibility for endorsement of the final plan. The administrative council comprised of task force chairpersons and served as a coordinating body. Each task force remained responsible for one specific area to investigate, including; education, employment, health, law, recreation, religion, vocational rehabilitation and welfare.<sup>78</sup>

*Chapter II* also recognized the emphasis on developing resources for the retarded child, citing the special education class movement in the public schools as an example. It stated, “The unmet needs of the retarded are reflected throughout the life span and emphasis must now be on developing a continuum of care so as mentally retarded persons progress from infancy to adulthood appropriate services would be available when and where necessary.” This would mean that the state, community, and family must view the retarded both as a population and as individuals in planning the services required for the continuum of care. The legislation of Iowa prepared for the IARC and its local affiliates a guidebook written specifically for the groups to use, entitled, *Mental Retardation: A Guide to Community Action*. The publication resulted from Iowa’s Mental Retardation Planning Project and its results published in a 1965 report titled *Chapter II: A Report of Iowa’s Comprehensive Plan to Combat Mental Retardation, Statistical Supplement*. The guide was a supplement to the *Chapter II* report. The state encouraged local community action to aid the mentally retarded. The IARC and its member units desired heavier state involvement and aid. The three sociologists who prepared the guide informed their audience that, “The most effective use of

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<sup>78</sup>Ibid., 2-3.

this guide will be made by those community leaders who are willing to learn new concepts, who are willing to evaluate their preset ideas and modes of operation, and who creatively adapt the basic ideas in the guide to their specific community and program needs.” One point the guide does stress is to target community leaders such as doctors, lawyers and the clergy. The local ARCs attempted to include community leaders and did so successfully.<sup>79</sup>

In 1954, the *Garner Leader* asked the public to observe the week of November 14 as National Retarded Children’s Week. Directly below the announcement a Mayor’s Proclamation appeared supporting National Retarded Children’s Week. Mayor Chris Johansen commended the local chapter for its efforts to bring to the public the facts about retardation and for inspiring cooperation for a broad, concerted attack upon a major social problem. He also encouraged the community to give moral and financial support during the fund drive to be held the same week. Local clubs and organizations such as the Jaycees regularly contributed to the HWARC. The Iowa Restaurant Association raised money for the ARC through their “Coffee Day” campaign. One day a year area restaurants provided free coffee to their customers provided they made a donation. The proceeds went to the IARC. In one year the campaign raised \$7000. The Iowa Restaurant Association donated films for the IARC film library and offered scholarships to train the retarded to become dishwashers. The United Commercial Travelers of Iowa in cooperation with the IARC sponsored a summer

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<sup>79</sup> Iowa’s Comprehensive Plan to Combat Mental Retardation, *Chapter II: Iowa’s Comprehensive Plan to Combat Metal Retardation*, (1965) 7-8; Iowa Comprehensive Plan to Combat Mental Retardation, *Mental Retardation : A Guide to Community Action*, (Des Moines, Iowa 1965 ): 6, 42.



camp program that began in the late 1950s. Locally the HWARC worked to implement change by targeting professionals.<sup>80</sup>

The HWARC held a workshop entitled, "Religion, Parents, and the Retardate" for clergymen of all faiths in 1965. The unit hoped a better understanding between the parents of the retarded child and the clergy could be achieved. The unit stressed that, "The strength of the parents lies with their relations with the church." The HWARC appealed for programs for the retarded within the church. All clergymen from Worth, Hancock, Winnebago, and Kossuth counties were encouraged to sit in on the discussion. In 1969 the Iowa Council of Churches in Cooperation with the IARC sponsored two religious conferences for the mentally retarded, one in Des Moines and the other in Cedar Rapids. The conferences imparted ideas to implement religious instruction for the retarded in a community and to demonstrate the use of new curriculum material. The following month a religious class for the retarded began at the Kanawha Methodist Church in Hancock County.<sup>81</sup>

### Enacting Change

Politicians did not escape the educational influences of the ARCs. Laws pertaining to the mentally retarded who did not reside in institutions such as the two state institutions or county homes before the formation of the ARCs were practically non-existent. *An Iowa Charter for the Mentally Retarded, Chapter I* stated in its report:

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<sup>80</sup> *Garner Leader*, 10 November 1954; *Hope*, Spring 1966; Summer 1961.; *President's Report*, Presented at IARC Annual Convention (June 1963) copy in possession of author.

<sup>81</sup> *Garner Leader*, 27 October 1965; 5, 26 November 1969; *Forest City Summit*, 14 October 1965. The term "Retardate" is used as it appeared in the primary sources.

Study in the field of mental retardation soon pointed to the fact that Iowa laws relating to mental retardation were written primarily to provide for epilepsy and only secondarily to provide for mental retardation. . . . On the basis of first things first, Committee members devoted the major share of the Study to a rewriting of Iowa mental retardation statutes in the form of proposed bills. . . . a state mental retardation program should be kept flexible and tentative in the face of new evidence, experience, and changes which can not be foreseen at this time.

The Committee drew up and endorsed six bills for passage by the 60th General Assembly.

The bills dealt with the institutions and county homes only. Nothing about education or health and welfare services for the retardates who lived with their parents was introduced.<sup>82</sup>

Region Two (North Central Iowa) of the IARC held a dinner in which legislative candidates from the area had been invited to attend in 1964. Representatives of state agencies were to be present and answer questions and provide information on the needs and problems of Iowa's 84,000 mentally retarded persons. The IARC held a statewide series of meetings in each of its nine regions to help candidates for election to the next legislature gain an insight into helpful measures to be brought before the General Assembly. Mrs. Erwin Nerem, the Region Two director from Forest City stated, "'Area Education' will be stressed at the meetings to acquaint the candidates with the educational and training needs and facilities of the mentally retarded, both children and adults. Community responsibility, the costs of special education and training, and job training and placement will be discussed." The dinners succeeded. The *Forest City Summit* reported, "13 of the last 15 bills introduced were passed relating to the mentally retarded. Officials feel the legislative educational meetings

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<sup>82</sup> *An Iowa Charter for the Mentally Retarded, Chapter I, Report of the Legislative Advisory Committee on the Study of Mental Retardation. April 1963: 5, 14-16.*

held last fall in each of the nine separate regions across Iowa were responsible for making the legislators more conscious and appreciative of the needs of the mentally retarded.”<sup>83</sup>

Iowa’s approach to aiding the mentally retarded had been hampered by the lack of a vehicle and the necessary financial support to stimulate the development and improvement of community programs for the retarded. With the passage of Senate File 547 of the 61st General Assembly, a study to determine governmental organization received funding. The state needed to determine the level in state government, where authority for state programs for the mentally retarded should be placed, the function of this authority, administrative provisions of all agencies rendering services to the mentally retarded, and the development of a vehicle for coordination. Members lobbied their elected officials for change and sought out like minded individuals to join their ARCs.<sup>84</sup>

The landmark legislation on behalf of handicapped children was Public Law 94-142, titled “Education for All Handicapped Children’s Act of 1975.” Under the provisions of this law, every state was required to provide free and appropriate education designed to meet the unique needs of the handicapped child. The law included six major principles that made clear the federal rules and regulations. The six principles were (1) zero reject, (2) nondiscriminatory evaluation, (3) individualized education programs, (4) due process guaranties, (5) parent participation, and (6) least restrictive environment. The idea behind “zero reject” is that no handicapped child should be prevented from obtaining a free public education commensurate with the child’s abilities. Under this principle, no child between the

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<sup>83</sup> *Garner Leader*, 14 October 1964; *Forest City Summit*, 14 October 1965.

<sup>84</sup> *Chapter II: A Report of Iowa’s Comprehensive Plan to Combat Mental Retardation*,

ages of three and twenty-one should be denied access to an education, and each child could be assured of receiving appropriate and relevant educational services.<sup>85</sup>

With the passage of Public Law 94-142 the public school system no longer could deny the mentally retarded who were not classified as educable. The ARCs appeared to have accomplished their main goal of public education for their children. The Hancock Association for Retarded Children (HWARC) kept actively involved and operational in the county. Membership drives continued and HARC conducted Label Drives to purchase equipment for the Happy Arc, the day activity center. The chapter asked members and the public to donate their Campbell's labels in exchange for audio-visual and athletic equipment that the Campbell Soup Company offered to public, private and parochial schools. In 1977 the HARC hoped to earn two wall projection screens.<sup>86</sup>

### Conclusion

Newspaper reports concerning the HARC diminished after 1974 which may be the result of long time owner and publisher "Chubb" Elling selling *Garner Leader* in 1975 after 30 years of ownership. The organization remained active and continued to operate Happy Arc but in 1978 the chapter shook up the school district. In April, Reuben Whitehurst, president of the Happy Arc Board, attended the Garner-Hayfield School Board meeting and asked the school district to take over the administrative end of Happy Arc as well as the building by July

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Iowa's Comprehensive Plan to Combat Mental Retardation. (1965): 18.

<sup>85</sup>Curtis H. Krishef, *An Introduction to Mental Retardation* (Springfield: Charles C. Thomas, 1983), 112-113.

<sup>86</sup>*Garner Leader*, 16 March 1978.

1, 1978. Superintendent Dave Teigland expressed doubts at the meeting as to the feasibility of taking on the Happy Arc responsibilities. The budget had already been set for the 1978-79 school year, and the other five school districts in the county had not been notified of the intentions of the HARC. Whitehurst said that he preferred the school district to take Happy ARC by July 1 without any hard feelings but said he would force the school district to do so if necessary. The HARC board members threatened to resign their voluntary positions in which case the individual school district's responsibility was to provide education for the handicapped students. The Garner School Board took no action that night and investigated the matter.<sup>87</sup>

The concern of the School district revolved around the future of the Happy Arc program if the HARC withdrew. The Area Education Agency (AEA) was responsible for the instructional program at the school while the HARC owned the building. AEA director Harold Webb stated the future of Happy Arc remained secure for at least a year. AEA committed itself to continuing the education program for that length of time, and the HARC agreed to make the building available to the AEA for another year. The HARC hoped to let the school district eventually take over either the building or the program or both. The school district need to contract with the AEA for an educational program or start its own as long as it was a state-approved program. What had originally started out as a group of mothers creating a classroom for their mentally retarded children for a few hours a week in 1953 had become an organized, professionally run, state-approved school.<sup>88</sup>

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<sup>87</sup> Ibid., 21 May 1980

<sup>88</sup> Ibid., 3 May 1978

Within a few years the Day Activity Center would no longer be used as a classroom for the mentally retarded as the school districts took responsibility for educating the mentally retarded regardless of their capabilities. The HARC donated the building to Opportunity Village (formerly known as Handicap Village) located 13 miles west of Garner in Clear Lake. Opportunity Village is a non-profit, charitable organization which provides homes, jobs and training for people with mental retardation and other disabilities. The Village serves 20 North Iowa towns. The main village work center is located on the Clear Lake campus, and the facility uses the building in Garner as a satellite work center. The HARC still consisted of parents and friends of the mentally retarded who now found it difficult to keep pace with the bureaucratic, specialized system of education.

In the summer 1996 the HARC dissolved the local chapter and merged with Cerro Gordo County, located west of Hancock County. Winnebago and other north central Iowa counties also joined the new regional organization. The Arc of North Central Iowa (ANCI) is funded by charitable contributions and United Way dollars. ANCI remains committed to the welfare of all children and adults who have mental retardation and their families. Membership is comprised of individuals who have mental retardation, family members, professionals in the field of disability and other concerned citizens. The HARC donated \$700 to each of the four school districts in Hancock County to be used for their special education programs. The remaining balance of the HARC account \$2,084.35, went into the ANCI account.<sup>89</sup>

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<sup>89</sup>*The Village Voice*, Opportunity Village, May 2003; Articles of Merger of ARC of Cerro Gordo County and Hancock County Association for Retarded Citizens, 28 June 1996; Letter from Law Office of Timothy M. Anderson, 12 August 1996.

The Winnebago Association for Retarded Children did get the residential facility it wanted. On October 5, 1972 Governor Robert Ray arrived in Forest City to help with the formal dedication of the new facilities. The *Forest City Summit* stated: "It [the facility] offers new hope for small community facilities and for family living for the handicapped. It will make it possible for many of them to remain close to their homes and out of a large institution miles away."<sup>90</sup>

The members of the ARCs worked as advocates for the mentally retarded and actively engaged the public to change the image of the mentally retarded through education and legislation. It would be the local units consisting of family members and friends of the mentally retarded who enacted change in their communities. Change took place in the field of education for the mentally retarded. They are no longer hidden and work and live as active and accepted participants in their communities. The Hancock Winnebago Association of Retarded Children portrayed the mentally retarded in a positive light and illustrated they could be successfully taught and socialized. The success of the organization may be measured by the infrastructure of support now available for the mentally retarded. Due to the efforts of the parent organizations new careers emerged in health care, education and social work. As a member unit of the Iowa Association for Retarded Children and their affiliation with the National Association for Retarded Children the HWARC gained information from the state and national organizations and relayed it to their communities. They wanted the mentally retarded to have the same opportunities as "normal" children and did not want the handicap of "not being like everyone else" to hinder the retarded child. The family and friends of the

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<sup>90</sup>*Britt News Tribune*, 28 September 1972.

mentally retarded worked through the years to educate the public and inform their neighbors what the retarded members of their communities needed. When the HARC needed to raise \$70,000, in a county with a population of less than 14,000 the communities responded and gave their time and money to the mentally retarded children and their families. The educational program the founding members first instituted in 1953 along with strong, motivated and long term leadership brought about public understanding of the problem of mental retardation. The WHARC proved to be successful enough that the organization no longer needed to be in operation.



## APPENDIX

## "The Helping Hand They Need"

By Monica Johnson

Have you ever had the hand of a retarded child grasp for yours? I have. It is a little hand that hangs on so tightly - the hand that pleads for your love and understanding. During my four unforgettable days as junior counselor at a camp for retarded children last summer, the hands that gripped mine were different. They were special, because they revealed to me a want and a need. What joy it was for me to see these lovable children learning to be away from home - adapting to new surroundings and new situations. It thrills me even now to recall their laughter, and to see the enrichment this camping experience had brought into their young lives.

Mental retardation is a complex condition, whereby the brain is prevented from reaching full development, limiting the victim's ability to learn and put learning to use. It is slightly impaired development to complete disability. Mental retardation is no respecter of persons - it is found in every race, religion, and nationality - in every educational, social, and economic background throughout the world. Add up all the victims of blindness, paralytic polio, rheumatic heart disease and cerebral palsy, and twice that total are mentally retarded - nearly six million in the United States!

Mentally retarded children, who are given affectionate care and the opportunity to learn under skilled teachers, achieve far more than was ever believed possible. These children cannot pull themselves up by their own power. This is their handicap. They need our helping hands, yours and mine. More special education classes with trained teachers are needed for the educable children, with enrichment and activity centers for the trainable ones, and vocational training programs for the adult retardates, all adapted to the total needs of each individual.

It is well for us to remember that the retarded child is more like the normal child than he is different. He shares the same needs of love, acceptance, and the feeling of being wanted. There are varying levels of mental ability in the retarded, the same as with normal children. All need the opportunity to grow and develop to their fullest capacity. All children, normal or retarded, can develop, but at different rates of speed and to different levels of accomplishment. Researchers have not yet uncovered all factors that will aid in overcoming the effects of mental retardation. . . "Just as scientists are now plumbing both the heights of space and the depths of the sea, so we are simultaneously plumbing the depths of the retarded mind and discovering the heights of performance of which our mentally retarded are capable."

Much has been done for the retarded in the past 12 years, but much remains to be done. Any condition that affects 30 to of every 1,000 in our country certainly should be the concern of every American. It is not just the problem of the parents with a retarded child, but should be shared and shouldered by all members of society. Twenty-five out of every 30 retardates can be trained to be economically and socially independent, to a great degree. It is not far wiser and more economical for us to offer our retardates equal opportunity for

education so they may become assets to society, rather than burdens? They CAN become contributing citizens through your helping hand and mine.

May we count our blessings, one by one. God grant that the hands we hold in ours will receive our love, our understanding, and through our helping hands, be able to take their rightful place in society.<sup>91</sup>

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<sup>91</sup>*Hope*, Summer 1965. This is the winning essay as it appeared *Hope* in the 1965 IARC essay contest. Miss Johnson was a 17 year old senior at Forest City Community School. Her essay was submitted by the Hancock-Winnebago Association for Retarded Children.

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